

4. Through number
  - (a) Recognition of number, using abacus, similar objects, marks on slate, etc.
  - (b) Use of dissimilar objects
- (b) Cultivation of touch
  1. Through objects, geometrical solids, fabrics and surfaces
    - (a) Seen, selected by touch
    - (b) Felt, selected by sight
    - (c) Felt, selected by touch
  2. Through vibration
    - (a) Use of stringed instrument
    - (b) Use of piano

*Hand-work—*

- (a) Coloring
- (b) Cutting
- (c) Paper-folding
- (d) Pasting
- (e) Following designs on sewing-cards and blocked paper
- (f) Weaving

*Writing—*

Throughout the first year and the years that follow, writing is correlated with all other subjects. For the first two or three years double-ruled paper and slates are used. Only pencils and crayons are allowed. For children who need special practice, copies may be set.

*Number—*

Number is so entirely correlated with speech and speech-reading that it will not be treated as a separate subject this year.

*Speech-reading—*

- (a) Nouns—a fish, a ball, a baby, a cow, a flower, a tooth, an arm, a spoon, a fork, a cat, a knife, a boy, a girl, a thumb, a woman, a man, a shoe, a pencil, some paper, a mouth, some bread, some milk, some meat, some water, some candy